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information outlook

THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION

ACADEMIC SOCIAL
MEDIA FOR SPECIAL
LIBRARIES



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Academic Social Media for Special Libraries

BOBBY GLUSHKO AND
LILLIAN RIGLING

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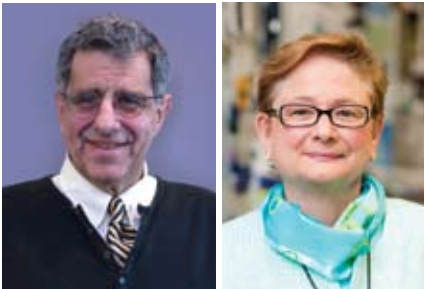
LESLEY ELLEN HARRIS

SLA HALL OF FAME • SLA FELLOWS

SLA Names Matarazzo, Salonen to Hall of Fame

At its 2015 Annual Conference in Boston, SLA will induct an academic librarian with a longtime interest in corporate libraries and a corporate information professional with experience in academia into its Hall of Fame.

James Matarazzo, dean and professor emeritus at the School of Library and Information Science at Simmons College in Boston, and Ethel Salonen, president of SLA in 2004-2005 and currently head of information services at MITRE in Bedford, Massachusetts, will be honored during the awards ceremony at the SLA 2015 Annual Conference. The conference will host approximately 2,000 librarians, information professionals, and industry vendors at the Boston Convention Center on June 14-16.



James Matarazzo; Ethel Salonen

The Hall of Fame is reserved for SLA members at or near the end of their professional careers and recognizes distinguished service and contributions to SLA or an SLA chapter or division. The Hall of Fame was established in 1959 and typically receives no more than three new inductees each year.

Jim Matarazzo. A member of SLA since 1964, Jim has served on the association's board of directors and on its Research and Strategic Planning Committees, chaired a task force on the value of the information professional, and served two terms as president of the Boston Chapter (now the New England Chapter). He was named a Fellow of SLA in 1988, received the SLA Professional Award in 1983 and

again in 1988, and was given the SLA President's Award in 1991.

Although he officially retired from Simmons in 2002 after more than four decades on the faculty (including 14 years as assistant dean of the library school and 9 as dean), Jim continues to teach courses on his favorite topic—the organization and management of corporate libraries. He has written extensively about the value of corporate libraries and has been a frequent consultant to business executives on the development of corporate libraries and information centers and the management of corporate knowledge.

Jim is the author of several books, including *Closing the Corporate Library: Case Studies on the Decision-making Process* (1981), and the co-author (with Toby Pearlstein) of *Special Libraries: A Survival Guide* (2013). He continues to be published frequently in library journals—in 2014 alone, he co-authored articles about the salaries of special librarians in the United States, the forces influencing the future direction of corporate libraries and information centers, and the value of information literacy training in organizations.

Jim earned his library degree from Simmons College and received a doctorate from the University of Pittsburgh School of Information. He is vice president and secretary of the H.W. Wilson Foundation, which provides financial assistance to organizations that support libraries and library-related causes.

Ethel Salonen. Equally comfortable in corporate and academic environments, with experience in sales and sales management as well as information access and analysis, Ethel has used her wide-ranging expertise and broad perspective to effect far-reaching changes within SLA.

While serving as president, Ethel oversaw the launch of a professional development campaign, with a goal of raising \$1 million in donations. She also led successful initiatives to restructure member dues, implement electronic

voting, and synchronize the association year with the fiscal year.

In addition to serving as president, Ethel served on the SLA Board of Directors from 1993-1996 and has held leadership roles in the Boston Chapter, the Leadership and Management Division, the Knowledge Management Division (she is the 2015 chair), the Corporate Libraries Metrics Task Force, and the Strategic Realignment Committee, among others. Prior to joining MITRE in 2005, she worked at the State University of New York at Stony Brook, the University of California at Riverside, Arthur D. Little, Inc., KPMG LLP, Millennium Pharmaceuticals, Dialog Information Services, and Primark Financial Information Division.

Ethel received her library degree from C.W. Post College/Long Island University. Although a native of Manhattan, she has a fondness for nature and has visited all of the major national parks in the United States and Canada.

New SLA Fellows Span Globe and Work Environments

A law librarian from Philadelphia, a knowledge manager and taxonomist for an economic consulting firm in Chicago, a librarian at a think tank in India, an academic librarian in Qatar, and an author and frequent speaker on information issues will be recognized in Boston on June 14 at the opening session of SLA's 2015 Annual Conference & INFO-EXPO.

Amy Affelt, P.K. Jain, Janice Keeler, Tracy Z. Maleeff, and Mohamed Mubarak will join a select group of SLA members who have been named SLA Fellows, one of the association's highest honors. Fellowship in SLA is bestowed on active, mid-career information professionals in recognition of past, present and future service to the association and the profession.

Fellows are called upon and expected to advise the association's board of directors and alert the membership to issues and trends warranting

action. Individuals receiving the honor may use the title *Fellow of the Special Libraries Association*. No more than five SLA members can be selected for Fellowship each year.

Amy Affelt. Amy is the director of database research worldwide for Compass Lexecon, where she conducts research and analysis and creates knowledge deliverables for economists who testify as expert witnesses in litigation. She is probably better known as the author of



The Accidental Data Scientist: Big Data Applications and Opportunities for Librarians and Information Professionals and as a presenter at information industry meetings such as the SLA Annual Conference, Internet Librarian, and Computers in Libraries. She also writes for *Information Outlook*, *Online Searcher*, and other industry publications.

An SLA member since 1992, Amy's volunteer experience in SLA includes stints as chair of the Leadership & Management Division (in 2013) and the Public Relations Advisory Council (in 2011) and as an Alignment Project Ambassador. She also headed a group of SLA members and staff who developed the Future Ready Toolkit, which drew on the Alignment Project findings and on insights into emerging technologies and industry trends.

Amy has been recognized frequently for her leadership of, and contributions to, SLA and the information profession. She received SLA Presidential Citations in 2008 and 2011, the Author Award (in 2010) and the Communications and Marketing Award (in 2011) from the Illinois Chapter, and the Alice Rankin Distinguished Lecturer Award (this year) from the New Jersey Chapter. In 2007, she was named an InfoStar by Thomson Scientific.

Praveen Kumar (P.K.) Jain. P.K. is a

librarian at the Institute of Economic Growth in Delhi, India. A widely traveled and respected researcher in the field of



levels.

Upon joining SLA in 2000, P.K. quickly sought leadership roles in the Asia Chapter, which had been formed the previous year. He served as president in 2002-2003 and has since served as public relations chair, membership chair, and secretary. Thanks partly to his leadership and his tenacious recruiting efforts, the Asia Chapter has enjoyed remarkable growth and currently has more than 200 members.

P.K. has also been active in organizing and managing industry conferences. He organized the first International Conference of Asian Special Libraries, held in India in 2008, and just finished organizing the fourth such conference, which was held in South Korea earlier this year. In addition to organizing conferences, he promotes attendance at them—he has helped create financial awards that make it possible for Asia Chapter members to attend the SLA Annual Conference—and frequently speaks at them as well.

P.K.'s tireless efforts to further the interests of SLA and the information profession have not gone unnoticed. He received a Presidential Citation at the SLA 2009 Annual Conference and the SLA Professional Award in 2008. He also received the Diversity Leadership Development Program Award in 2004.

Janice Keeler. Janice is responsible for global knowledge management and taxonomy functions at NERA Economic Consulting in Chicago, where she also manages SharePoint sites for the firm's

economic librarianship, P.K. has been a driving force in the growth of the SLA Asia Chapter and is a frequent attendee at, and contributor to, SLA meetings at the chapter, regional, and international

various practice areas.

During her 30-plus years as an SLA member, Janice has spent more than 16 years in leadership roles for various units of SLA,



including serving as treasurer and president of the Illinois Chapter, chair of the Leadership & Management Division, and treasurer and chair of the Taxonomy

Division. She has performed additional volunteer work for the Illinois Chapter, the Information Technology Division, the Knowledge Management Division, and the Taxonomy Division.

Janice has also helped create several new SLA services and units. She chaired the Great Lakes Regional Conference III, for which she received the Illinois Chapter Recognition for Special Achievement in 1995. She founded and organized the Content Buyer's Roundtable at the SLA Annual Conference for several years, then chaired the committee that created the Content Buying Section of the Leadership & Management Division. She helped write the original scope statement for the Knowledge Management Division and was one of the co-founders of the Taxonomy Division.

At the association level, Janice has written for *Information Outlook* and has been a speaker and moderator at annual conferences. She served on the Annual Conference Planning Committee in 2001-2003, the Technology Advisory Group in 2005-06, and the Division Structure Task Force in 2009-2010. She was a member of the Conference Re-Envisioning Task Force in 2013.

Tracy Z. Maleeff. Tracy is the library resources manager at Duane Morris LLP in Philadelphia, where she has worked since 2008.

Just four years after joining SLA in 2003, Tracy was awarded the Legal Division's New Member Professional Grant, which served as a springboard to

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greater involvement in the association. She became chair of the Legal Division in 2012 and served on SLA's Conference Re-Envisioning Task Force in 2013 as chair of the International Subgroup and a member of the Online Subgroup. Her work on the



task force helped prepare her for her role as chair of this year's Annual Conference Advisory Council, which involves overseeing all chapter and division planners, ensuring that session content is relevant and fresh, and using SLA member feedback to improve the conference.

Tracy is currently the U.S. regional representative on the SLA Europe Chapter's Board of Directors and the ethics ambassador for the SLA Kentucky Chapter. She is active in social media, serving as social media manager for the Leadership & Management Division and as chair of the SLA Online Content Advisory Council. In the latter role, she manages the @SLAhq and @SLAconf accounts and leads the #SLAtalk series of Twitter chats, which address topics such as working effectively with technology, improving the library degree curricula, and proving the value of information services.

In recognition of her many contributions to SLA and the information profession, Tracy was given the inaugural Dow Jones Innovate Award in 2014. That same year, she also received the SLA Legal Division's Thomson Reuters Westlaw Award for Career Achievement.

Mohamed Mubarak. The senior librarian at Hamad Bin Khalifa University in Doha, Qatar, Mohamed has been an energetic and forceful advocate for libraries and SLA since receiving his library degree in 1998.

After attending his first SLA Arabian Gulf Chapter meeting in 2000, Mohamed

quickly joined SLA and began networking with other information professionals in academia and the private sector. His then-library director, an SLA member, told him he could acquire valuable leadership skills by volunteering, and he took her message to heart, serving as public relations chair from 2006-2010, then as president of the chapter from 2012-2014.



Mohamed is a strong voice for open access, especially for libraries in the Middle East. Although most libraries in the region subscribe to leading scientific journals, the Arabian Gulf has a low research impact because its scholars tend to publish their work in journals that are not indexed in larger, better-known citation databases. Mohamed advocates for open access to help alleviate that problem and contribute to better research and scholarship in his fast-growing region. **SLA**

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Integrating the Library into Users' Lives

LIBRARIANS MUST EXPLORE WAYS TO TAKE THEIR LIBRARIES—BOTH PHYSICALLY AND VIRTUALLY—TO THEIR USERS.

BY KEN KLAPPROTH, BSME

Librarians are the original information scientists. They are responsible not just for the information assets directly under their stewardship, but also for their organization's overall information consumption and use, including all of the systems dedicated to helping their clients quickly find the most relevant information. However, integrating information into the daily lives of their clients has been a major challenge to these individuals, whose influence traditionally did not extend beyond the front doors of the library building.

Only when the World Wide Web arrived did librarians have an opportunity to dramatically expand their reach. Even then, the only approach available was to extend digital access to the existing card catalog. Library clients still had

to *come* to the information—whether in person or virtually, through online database access. Librarians continued to focus on acquiring, organizing and preserving the information necessary to serve their organizations and clientele.

The transition to digital and virtual collections provides an opportunity for librarians to become more strategic and active participants in the day-to-day activities of their constituents. The key is understanding the hows and whys of integrating library resources into the digital resources and services their clients use. The better a librarian can communicate the value of this integration, the better the decisions his or her clients can make throughout the product life cycle (whether that product is an education course or a physical product).

Conditioned to Expect Access

As a child growing up, Wednesday night was “library night” in my household. My parents would take my siblings and me to the local library to read. There was no book or goal in mind, other than perhaps a destination for my parents where silence was not only golden, but mandatory!

Even as a child, I was struck by the idea of convenience and the power of a system dedicated to that end. My library card enabled me to extend the reach of the library to my bedroom. I could, even if just temporarily, immerse myself in a new idea or concept, learn a new skill, or just entertain myself, no matter where I was. And I had control of the book exclusively for my own use and disposal for 30 days without penalty (or longer, as my allowance provided).

KEN KLAPPROTH works in the R&D Solutions business unit of Elsevier, where he is responsible for developing messaging and positioning strategies to drive revenue growth across the product portfolio. He joined Elsevier from IHS, where he was director of product management for the Goldfire product line. He has an extensive career in developing and marketing information solutions for the engineering market and combines deep engineering expertise with broad marketing skills.



Fast forward to today, where books are digital and the medium of choice is now a smartphone, tablet, or some variety of e-reader. With nearly every person over the age of 10 packing a device in his or her pocket, information is accessible anywhere at any time. Apps, meanwhile, are delivering bite-sized chunks of highly relevant data. These devices and products are continually making it easier to access and use information.

Like it or not, librarians must face the fact that their customers are being conditioned by Google and other information search engines and providers to expect this type of interaction and access. Where “CliffsNotes” once offered harried college students a shortcut to the essence of *War and Peace*, Google Maps, Twitter, and a host of purpose-built apps and media enable today’s teens to instantly access specific information or data without missing a step or even getting up off the couch. Web services create unobtrusive connections to authoritative information, while “widgets” place valuable reference information on people’s desktops for one-click access. Additionally, “plug-ins” to favorite applications such as Excel deliver extensive research capability without requiring the user to ever leave the application.

Librarians need to understand that there is value—and power to change the status quo—in giving patrons access to trusted information when and where they need it in a venue they already frequent or through a device they already use. The thirst for the right information, from sources that are vetted and can be trusted, is still there, as it has been since the advent of libraries. Sources that present information in a way that is comfortable and convenient to use and enable clients to make informed and confident decisions will become trusted and popular. There is comfort in the familiar.

The Return of Library Night

Fundamentally, the excitement of library night for me was fueled by something unique and valuable. The

More than simply a repository of information assets, a digital reference platform should address patron needs around discoverability and interactivity.

building became a destination that held something not only useful, but pleasurable. While the delivery method today has changed from physical to digital, there is still ample opportunity to make the library a sought-after destination. The question is how to make the library experience unique and valuable again—in essence, building “it” so they will come.

Today’s library patrons are surrounded by digital technologies. Some of it sets levels of expectation; some leads to disappointment and frustration. While users of these technologies expect to be able to quickly search and locate information of value, they don’t want to be forced to wade through page after page of irrelevant links or use confusing interfaces with foreign interaction models. Search should be easy, results should be rich, and answers should be fast. When things go wrong—and with technology, that possibility is always present—users seek experts to guide them, and librarians are still viewed as experts at information.

Take a page from the playbook of companies such as Starbucks by making the library more than a destination. Make it an event. Capitalize on the things that have perceived value: reference librarians to guide confused or lost patrons, books and information to lend democratizing knowledge, and computers connected to the Internet to provide access to digital content and services. Experts make the difficult look easy, and people seek out experts they are confident can help. As digital information Sherpas, librarians can establish “library night” for a whole new generation of families.

Discoverability and Interactivity

Making the library an event is just the first step for librarians wanting to postpone a digital version of the

Cretaceous extinction. Technology is always evolving, and while the Dewey decimal system offers a viable method for organizing and accessing physical books on shelves, people today needing information on butterflies would likely forego a search for 595.789. While a variety of commercial solutions and approaches are available for providing a digital reference information platform, librarians should carefully weigh the alternatives to prevent investing in the technological equivalent of a plesiosaurus. More than simply a repository of information assets, such a platform should address patron needs around discoverability and interactivity.

Developing a custom solution from commercially available middleware, while allowing maximum flexibility and the ability to meet specific needs, requires highly skilled programming resources. Time and money must be allocated for the infrastructure, requirements gathering, and implementation phases as well as for ongoing maintenance. Custom solutions will also need to interface with other digital delivery platforms, which have a tendency to suffer the most from incompatibility as the components mature. Those who do not have—or do not want to acquire—programming experience should generally avoid this approach.

Another alternative is to leverage open source or freely available resources to piece together information sources, databases, and search applications. While the Internet brims with data and technology components that can be had for little or no cost, “rolling your own” will also require a certain amount of programming expertise. Technological components for search and interactivity would first need to be found, then evaluated and, finally, integrated, making

Continued on page 18

Academic Social Media for Special Libraries

SPECIAL LIBRARIANS WHO FACILITATE THE USE OF ACADEMIC SOCIAL MEDIA BY THEIR CLIENTS WILL HELP CONNECT THEM TO RESEARCH AND RESEARCHERS IN THEIR PROFESSIONAL DISCIPLINES.

BY BOBBY GLUSHKO, JD, MLIS, AND LILLIAN RIGLING, M.I. CANDIDATE

Every special library, whether a law or medical library or a corporate information center, serves a unique set of users. Many of these users are hybrids of scholars and professionals, operating in multiple worlds with multiple sets of needs and expectations. While in the workforce, these users are engaging primarily with their professional expertise; however, given the proper tools, they can also meaningfully engage with the academic discourse surrounding their professional field. This benefits not only the users but also their disciplines, by providing professional perspectives on academic work.

Librarians can help these professionals engage with their scholarly expertise by promoting the use of academic social

media. The use of social media by libraries is nothing new; many of them are active on social media platforms like Facebook, Twitter, and Instagram so they can engage their users and keep them aware of programming and services (Rogers 2009). While many people use social media platforms such as LinkedIn or About.me to create and maintain professional connections both inside and outside their organization, they may be unaware of another realm of social media relevant to them: academic social media.

Communities of Interest

Academic social media platforms such as Academia.edu, ResearchGate, and Mendeley help their users connect with

other users with similar scholarly interests and participate in academic discourse within their chosen field. These platforms can be used as practical tools for research management and information discovery as well as for networking. They allow an individual to see what others in his or her field are reading, researching, and publishing and provide a way for them to contact each other and foster an academic relationship (which can be challenging for users who are not formally or primarily embedded in an academic department). They can also serve as reference managers, allowing the user to create a personal digital library of articles and books, a personalized method for organizing this information, and even digital annotations and marginalia.



BOBBY GLUSHKO is the head of scholarly communications and copyright at the University of Toronto Libraries. His work is focused broadly on access to libraries, whether through exploring copyright, accessibility, or new technologies. He can be reached at bobby.glushko@utoronto.ca.

LILLIAN RIGLING is a master of information candidate in library and information science at the University of Toronto and works as a graduate student library assistant in the Scholarly Communications and Copyright Office at the University of Toronto Libraries. She has a strong interest in special libraries and hopes to pursue a career in special librarianship. She can be reached at lillian.rigling@mail.utoronto.ca.



The communities these sites have created are broad, and nearly every user can find a community of interest. For instance, ResearchGate represents 6 million users, including 45 Nobel laureates in 192 different countries (Giglia 2011). Academia.edu has more than 21 million unique users, with 1.5 million listed research interests (Academia.edu 2015). Mendeley lists 10 different user groups: undergraduates, master's students, PhD students, postdoctoral researchers, librarians, academic researchers, professors/lecturers, commercial R&D professionals, government/NGO researchers, and other professionals.

Testimonials from users illuminate the specific benefits of this form of social media for different user groups. For instance, Mendeley's Website (2015) quotes a commercial R&D professional who says Mendeley can help him identify and connect with experts in his field.

Academic social networks differ from other social networking tools in that

their primary aim is to serve a community of researchers. These networks have a narrower focus than popular social networking tools, but at the same time, they represent a wide and varied population with a variety of research interests. Therefore, their user base is different from that of a social network like Facebook or Twitter.

Most popular social networks tend to represent a younger demographic, and the conversation can be spontaneous, informal, and sometimes contentious. While interesting, this openness and spontaneity can be off-putting to many users, and the risks of misstep can be great (Gruzd and Goertzen 2013). Academic social media are different. For example, Academia.edu has a community that is much more representative of scholarly norms than of social media norms (Thelwall and Kousha 2014).

Because of the wide array of research interests represented by academic social networks, these platforms make it possible for users to develop valuable

academic and professional research connections, regardless of geographical location. As Academia.edu user John Rumbold writes, "I think anyone in a small field and not involved with the major research groups will find Academia more useful than those who have colleagues at the same institution involved in similar work. You can create your own virtual research community" (Constantinescu 2015). A senior in college, Stephen Saltamachia, was able to discover a new type of fungus with the help of experts he met through ResearchGate (Main 2014). This access to other academics and academic information in a specific field of research, with a far higher concentration of similar users than many popular social media platforms, makes academic social media a powerful tool.

Academic social media platforms not only facilitate research, they also provide users with a place to disseminate their research. A study published on Academia.edu showed that "... a typical article posted to Academia.edu has

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Three Leading Networks

Throughout this article, three main platforms have been mentioned: Academia.edu, Mendeley, and ResearchGate. There are, of course, other academic social networks that can help facilitate scholarly communication, but these three platforms seem to have the broad-

est and most "layered" communities. Additionally, each of these platforms has its own unique design that encourages the dissemination of academic work and the facilitation of research connections.

Academia.edu is focused on tracking new research in real time and facilitating connections. It allows users to create a profile or log-in using Facebook or Google+. A user can create a unique profile, list a variety of research interests, list affiliations and/or advisors, and include a photo. Additionally, a user can upload papers, a curriculum vitae (CV), and additional contact information and write "posts" similar to tweets or Facebook status updates. An Academia.edu profile can provide links to a variety of other social media and/or blogging platforms, such as Google Scholar, WordPress, Twitter, Tumblr, About.me, or Instagram.

Academia.edu allows users to follow other users and generates a personalized news feed showing the activities of these users (including, but not lim-

ited to, publications, posts, and book-marks). It also notifies users of papers published recently in areas they identify as research interests and informs them of how others are finding their works—for instance, it will reveal the search terms that are being entered into Google or other search engines that lead researchers to their papers.

Like Academia.edu, **ResearchGate** provides a direct avenue for user-to-user contact. The two platforms are similar, although ResearchGate can integrate with a user's existing professional social media. Users can log-in using LinkedIn or create a list of their skills on ResearchGate. Additionally, users can join groups and upload journal articles, conference papers, or other research materials.

Unique to ResearchGate is the question-and-answer function, where users can ask and answer questions in different disciplines. The questions and answers are visible to all users, so they serve as a virtual reference service, connecting users with experts and

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scholars all over the world. Users can also post or search for jobs, making ResearchGate a little more useful for practitioners than for academics.

Mendeley functions differently from the other two sites because it is both a social network and a reference manager. Users can download Mendeley directly to their PC or iPad/iPhone and use it to import articles and organize them into folders. Mendeley can extract metadata from these articles as well as highlight and annotate them. Mendeley also allows the user to add a “save to Mendeley” feature to his or her browser of choice and utilize it to upload papers or other publications for others to read.

Mendeley is geared toward collaboration between users, so users can create private groups or join public groups. Through these groups, users can network with others, follow bibliographies, and engage in discussions. As with Academia.edu and ResearchGate, users of Mendeley can create professional profiles that include information about research interests, education, and organizational affiliation. Unlike Academia.edu and ResearchGate, however, Mendeley does not integrate with other social media platforms such as Facebook.

Leading by Example

For a special library, facilitating the use of these tools can have a positive impact on the organization and client base the library serves. By helping users connect to new colleagues, resources, and communities, the library can strengthen connections outside the organization and provide its users with better access to scholarly and professional services. Additionally, facilitating the use of these social networks (which may include teaching clients how to use them) can increase information literacy, enabling clients to become more self-sufficient in the research process and more easily track their own research interests and research history as well as the research activities of colleagues with similar interests. Increasing the use of these tools among your library clients can also help them streamline

their research by serving as a source for reference, thereby easing the workload of the reference librarian.

These three platforms, along with many others, can be integrated into information literacy programming at your organization to change the way professionals approach research and connect them more intimately with others who share their scholarly interests and expertise. Simply advertising these services and offering instruction in their use can help expand your clients' involvement with research being conducted in their field. Encouraging the use of these platforms, especially those that assist with research management and information discovery as well as offer networking capabilities, can create an additional avenue for clients to ask reference questions and help them manage and organize their own research in a way that is intuitive to them. Additionally, facilitating the use of these platforms for networking purposes may help clients re-engage with the scholarly discourse and encourage them to become more involved in publishing.

Some platforms may be better suited to your organization's clients than others, depending on their research interests or needs. For instance, ResearchGate has a stronger focus on scientific research, while Academia.edu is more tailored toward the humanities and social sciences. These and similar services are evolving every day, adding new features and reaching broader communities of scholars, students, and professionals, so librarians should periodically review these platforms to ensure they are meeting their clients' needs.

Academic social media is an area where perhaps it is best for librarians to lead by example. It doesn't take much time to set up accounts, and doing so can help you gain an understanding of these powerful tools. Additionally, being present on academic social media outlets can help you keep track of current research trends in the fields in which your clients work. Being aware of scholarly discourse that might be of interest to your clients can help you

anticipate their reference questions and identify potential research opportunities for them.

Academic social media is also a great way for librarians to connect with each other and keep track of research trends in library and information science. It's easy and fun, with low risk and high reward. And with very little effort, special libraries can learn how to operate in the academic social media environment and empower their clients to do so as well. **SLA**

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10 Questions: Denise Chochrek

WHEN HER JOB DUTIES WENT GLOBAL, DENISE CHOCHREK NEVER CONSIDERED STEPPING BACK FROM TEACHING, VOLUNTEERING, TRAVELING, OR LEARNING.

BY STUART HALES

For someone who decided to become a librarian on a whim, Denise Chochrek sure behaves as though it was her life's calling.

With her day job as senior knowledge analyst for PepsiCo, her teaching duties at the University of North Texas, her responsibilities as president of the Information & Research Management Council of the Conference Board, and her volunteer work with SLA, Denise is constantly in librarian mode. And she shows no signs of letting up—she has no plans to stop working or teaching, and she gets too much out of her volunteer activities to consider dropping them.

"The main thing is that you're always learning," she says. "It never stops. . . . If you're not constantly learning, you're not staying ahead of the game."

Information Outlook spoke to Denise as she was making plans to visit Greece with her husband. She talked about the many jobs she's held and things she's learned during her career, what she sees on the information horizon, and her bicycle rides to raise money for multiple sclerosis research.

Some SLA members caught the "librarian bug" at an early age. You went directly from college to library school, so it's tempting to think you're one of them. Did you know before you went to college that you wanted to be a librarian, or did something happen in college to push you in that direction?

I wasn't one of those people who always knew she wanted to be a librarian. When I was in high school, I was part of the Library Club, but I only did that so I could hide in there when I wasn't in class. (*laughs*) But I didn't know what I was going to be in life.

At one point I was within one year of five different majors—computer science, business, history, English, and teaching. I started off in computer science, but it just didn't fit. At that time, the only job you could get was as

a programmer, which I didn't want to do. So I was busy hunting around for something else.

I was living in Texas at that time and saw something about library and information sciences up at the University of North Texas, and I thought, oh, that sounds really interesting. So I went and talked to them, and it just seemed like the perfect fit. I liked research and looking for things and finding things, but I could also use my computer science background as well.

I went to my counselor, and he essentially said, "Just graduate. Just pick one of those five majors and finish it." So that's what I did—I picked history. I started in library school later that same year.

When did you hear about SLA, and why did you join?



STUART HALES is senior writer/editor at SLA and editor of *Information Outlook*. He can be reached at shales@sla.org.

I first heard about it while I was in library school at North Texas, but at the time I was going to school and working full time, so I did not join. I had friends who had joined, but I didn't.

I actually joined around 1989, when I started my first job, at the Federal Home Loan Bank of Dallas. My boss, Pat Talley, was very active in SLA, and she encouraged me to join and get involved.

Speaking of SLA, you've chaired two fairly large divisions (Knowledge Management and Business & Finance) and also served as president of the Texas Chapter. Now you're a member of the Public Relations Advisory Council (PRAC), which is a much smaller and less glamorous group. Why did you join PRAC, and what do you get out of being a PRAC member?

I did B&F and the Texas Chapter, and then I went back and did Knowledge Management. They were all very time-consuming jobs. I'm glad I did them, but at this stage of my life and career, I really don't want to do something like that again.

So I decided I wanted to be on a committee or council, and I pulled up the list, and PRAC sounded like the most interesting of all of them. I really do believe that communication and telling our story—both to employers and to our industry as a whole—is very critical if we're going to survive.

For the past 11 years you've worked at Frito-Lay, a Fortune 500 company with thousands of employees. What are your job responsibilities, and what does a typical day look like?

Well, I used to work in research and development for Frito-Lay. Recently they combined us with PepsiCo, so now I actually work for PepsiCo R&D.

I manage all of the databases for the PepsiCo R&D Department globally. I spend a lot of time working with the databases, working on metrics, helping out with issues, renewing contracts, and screening potential new databases. I'm also in charge of global training

on our databases, both one-on-one and group trainings. I used to handle only the training for Frito-Lay in Plano, Texas, but now I have to handle training across the globe, so I have to coordinate with vendors to offer training in different languages.

I still do research—trends forecasting, patent research, competitive intelligence—but it's in my spare time. (*laughs*) I'm also working on updating our portal. We have a portal for our team, and I'm trying to make it look more inviting.

On top of all these responsibilities, you're also an adjunct faculty member at the University of North Texas, where you earned your library degree. Given your busy schedule, why do you teach? Do you think you'd like to be a full-time faculty member someday?

Well, the answer to your second question is no. (*laughs*) To really teach as a faculty member, I'd have to go back to school and get my doctorate, and I don't see myself doing that. But I do enjoy teaching.

I got involved in teaching many years ago—probably about 12 or 14 years ago—when the person who was teach-



Denise with her husband, Leonard, and their children, Chris and Nicole.

ing the business research class up at UNT had to take a sabbatical and asked if I would fill in. I did, and I enjoyed it. Then she retired, and the university looked over at me and said, hey, you've done this before, would you be interested in continuing? I said yes, and then maybe a year or so later, they asked, would you be willing to turn this into an online class? The timing was good because I was in between jobs then—I hadn't started at Frito-Lay yet—so I designed the course, and now I'm the only one who teaches business research at UNT.

I teach it usually one semester a year, sometimes two. It's online, which is its saving grace; if it weren't, I don't think I could handle it. You have a lot more flexibility with an online class—you can check how your students are doing any time you want. You're not tied to a schedule.

So far, it's worked out well for me. I've met a lot of nice people and helped them learn what they need to know so they can hit the ground running. And I'll probably keep doing it for a few more years. The course is already created—all I have to do is update and adjust it. It doesn't take a lot of prep work.

As if your two jobs and your volunteer commitments with SLA weren't enough, you also serve on the Information & Research Management Council of the Conference Board, an association that helps businesses and large nonprofits



Denise participates in Bike MS, a two-day ride to raise funds and awareness for multiple sclerosis.



Denise “hangs out” during a recent vacation in Sedona, Arizona.

improve their performance and better serve society. What does the council do, and how did you become a member?

They came to me. You have to be nominated to join the council, and a member of the Conference Board who knew me pretty well suggested that I would be a great addition to the council. I looked into it and thought it sounded very interesting, so I joined.

The council brings together corporate librarians from major companies to brainstorm and share best practices. We get together physically twice a year,

in the spring and the fall, at different locations in the U.S. We do a wonderful round-robin event where we all talk about we’re doing and what we’re focusing on. We have speakers, and there’s a lot of interaction on topics.

I’m currently president of the council—I just can’t seem to say no. *(laughs)* But it’s just one year, and I’ll be done in December. Currently we have 20-plus members, so it’s not a huge group. It’s been as high as 40, but we’ve had several members retire recently.

Being on the council has been great.

I get a lot of my new ideas from it. These are all very experienced librarians who’ve been around the block many times, so it’s a wonderful place for sharing knowledge and developing new ideas.

You work for a large multinational firm, you teach part-time, and you’ve worked for a government agency, for an investment firm, and as a consultant. What have you learned from working in these different environments, not only about librarianship but about yourself?

One of the things I learned very quickly is that there’s really no set definition of a librarian. It just doesn’t exist. So you have to be extremely flexible and willing to take on every challenge that comes along if you want to be successful.

I’ve been in knowledge management, competitive intelligence, the legal world, and business; I’ve been in all sorts of environments, from very regulated settings like the government to free-form workplaces, as when I was working for the Bass brothers’ investment company. Looking back, I’m glad I took accounting in college. It’s not something you think about in terms of librarianship, but you do a lot of budgeting and accounting and metrics, so I was lucky I had that accounting knowledge. I would have been lost if I hadn’t.

The main thing is that you’re always learning. It never stops. Just because you’ve been in a job a long time, if you’re not constantly learning, you’re not staying ahead of the game. You’re going to be left behind, and more than likely you’re going to be one of those people who gets laid off when the economy turns down.

About myself, I learned that I hate cold calling—more than anything else in life, maybe. *(laughs)* That’s why I didn’t stay in business for myself. I don’t mind selling from within my own organization, but I’m just not geared to be an entrepreneur.

You’ve been a librarian for approximately a quarter century, and during that time the information profession has

probably seen more changes than at any time in its history. Gaze into your crystal ball and tell me what you see coming in the next 25 years.

One change we'll see that's already starting is that the concept of an actual physical library, a physical space, is going away. I think that's going to continue to the point where there aren't libraries anymore, at least from the corporate standpoint. You might still have some books, but they'll be in a hallway or some other place.

I think the lines are going to continue to blur around the question of what librarianship is. We're going to be competing a lot more with market researchers and people in KM and CI who did not go through library school. The lines are not going to be clear; it's not going to be, "I'm the head of the library," it's going to be, "I'm the head of these functions—research, or KM." It's not going to be geared toward the L-word; I don't think the L-word is going to exist anymore from a corporate standpoint.

It's going to be very competitive out there. You can't be thinking, I need to be in my library, or you won't be employed in the future. Libraries will still be important from a public standpoint or an academic standpoint, but even in those areas, as more and more resources become available online, librarians will need to think about what and how much to keep in a hard-copy collection.

All of these changes mean that library schools will need to be very technologically capable. Everything in our profession is going to be involved in some way with computers.

On a personal note, you participate in a two-day bicycle ride each year for multiple sclerosis (MS). Do you ride individually or as part of a team, and what do you enjoy most from the experience?

I'm part of a team—the Cheesy Riders. It's a Frito-Lay team, and Chester the Cheetah, from the Cheeto's commercials, is our mascot. We usually have someone from the company dress up in a cheetah costume and wave at us



Denise confers with colleagues in the Information Research Center at PepsiCo in Plano, Texas.

at rest stops.

I do this because I have MS. It's an ongoing challenge, and the bike ride is a way for me to show that I haven't given up, I haven't given in to a disease that's incurable, I can still do something. Yes, I've had to move from a regular bicycle to a recumbent trike, but I can still do something. And even if I don't complete the full two days, I'm giving myself a challenge, and I enjoy doing what I can to meet that challenge.

Bike MS has rides across the country, and there are Cheesy Rider teams in multiple places around the nation. Our ride is essentially from Dallas to Fort Worth, in the first week of May.

When you go on vacation or just get away for a weekend, are you able to put your job and work behind you? Can you curl up in front of a fireplace with a book in one hand and a bag of Fritos in the other?

I'm kind of a mix. I used to be worse about working too much, but I've gotten better in recent years.

For me, it's not a vacation unless I get out of town. I have to leave this area. My vacations tend to be high adventure,

lots of traveling, seeing sights, so I'm out and about. I do have e-mail on my phone, and I tend to check it at night, but I have trained myself not to respond unless it's really an emergency. But I do check my e-mail.

I typically take long vacations. I'll be leaving for Greece for two weeks at the end of September; on my last vacation, my husband and I were on a motorcycle for two weeks riding around Arizona. Next year, we're planning to take a cruise to the Panama Canal.

On the motorcycle, I'm always on the back. The MS tends to mess with your balance, so I don't drive. I've actually been on the back of my husband's motorcycle since we were dating, so I've gotten comfortable there. And now he has a big Gold Wing, which has heated seats and a stereo. It's very nice, and a lot of fun. **SLA**

Digitizing for Success: ‘Better than Free’ Generative Values

Digitization can make information ‘better than free’ if librarians and information professionals consider eight values that affect the user experience.

BY KENN BICKNELL

It is no surprise to anyone reading this that our libraries, along with our archives, museums, and other cultural heritage institutions, are struggling to “keep up.” Both the volume of information we are trying to preserve and the ongoing evolution of technologies available to us are posing considerable challenges in planning and creating digitization projects that can be sustained in the future.

The benefits of digitizing resources and sharing them electronically are well documented, but it can be difficult to determine where to start the planning process. Do we begin by identifying materials for scanning? If so, how do we decide which ones to put online? Those that would be the most useful to our clients? Those that are the most fragile and in need of preservation? Should we think strategically and digitize items that are most likely to receive outside funding from a targeted source?

Some librarians may prefer to look to their sharing platform first. Do factors such as software, databases, or social media properties play a role in prioritizing materials to digitize or determining how to digitize them?

These questions alone could stop the savviest of librarians in their tracks, and the list of ever-changing variables

is growing constantly. However, many of us have no choice but to dive in and seize opportunities for funding and collaboration so we can meet the needs and desires of our users and potential users.

Generative Values

Data and information available on the Internet have changed the way we live, work, and entertain ourselves. Some may think that the proliferation of free and easily accessible resources has rendered libraries, librarians, and information professionals unnecessary. That sentiment makes as much sense as arguing that since everyone now has access to driving and roadways, we no longer need maps or informational tools to find the fastest, most reliable route.

One approach to developing a digital strategy is to think broadly and work backward from the payoff for the users. Kevin Kelly, founding editor and “senior maverick” at *WIRED* magazine and a board member of the Long Now Foundation, has identified what he calls generative values that make electronically accessible copies “better than free.” I have adapted this concept as a framework for identifying the many considerations involved in developing a digitization strategy.

Kelly’s construct explores eight key values that greatly enhance the information-seeking experience of our users. These “better-than-free generatives” allow us to contribute vital value-added services for our users. They are: immediacy, personalization, interpretation, authenticity, accessibility, findability, embodiment and patronage.

Immediacy. Sooner or later, many information seekers may find what they want, but getting a copy of an information resource delivered to their e-mail inbox the moment it is released (or, better yet, produced) by its creators is an incredible asset. We are fully immersed in an “expectation economy,” and while some may feel overwhelmed by simply trying to keep up, libraries with a strong digital strategy embody several time-sensitive values: serving users efficiently, engaging their users and communities, and anticipating needs rather than reacting to them.

Personalization. Free information comes in the form in which you find it, but an effective library can customize information delivery, tailoring it to the needs and proficiency of each user. Personalization requires an ongoing conversation between the library and the user (as producer and user and as distributor and enthusiast). While the Internet may function as a giant copying and distribution machine, it can’t replicate the personalization that a relationship represents. Both the library and the user are invested in this relationship, and relationships grow stronger as both partners evolve in their attitudes toward the creation and distribution of digital resources.



KENN BICKNELL is digital resources librarian for the Los Angeles County Metropolitan Transportation Authority Library & Archive, where he oversees Web content, digital initiatives, and more than a dozen social media properties for the largest transit-operator transportation library in the United States. A 2013 *Library Journal* “Mover & Shaker,” Kenn specializes in distilling developments from across the technology, business and media landscapes in assessing new tools and resources to help libraries strengthen their community engagement and remain a vital cornerstone of society.



Interpretation. As the old joke goes, the software is free, but the manual costs \$10,000. Simply providing information in today's world of information glut is not nearly enough. Easy access to all of human knowledge has become just as confounding as limited or no access. The library and archives add the priceless yet "free" benefits of subject expertise, evaluation, and context to information provided to users.

Authenticity. The ability to edit or change various digital media presents a challenge to any information provider's claim of providing original, unaltered information. Authenticity goes hand in hand with accuracy, so a library's commitment to accuracy lends significant weight to the value of providing authentic print and visual resources. Free information is great, but when it comes from a trusted source, it's even more

valuable. This speaks to a core library value: You can't put a price on vital information—or peace of mind.

Accessibility. Information seekers face increasing demands, but ownership and upkeep of resources are not

of access to their unique and valued resources. This enables our users to take in what they need through computers, mobile devices, or a physical library itself in new and creative ways.

As time goes on, the public demand

These eight generative qualities demand an understanding of providing information resources in new ways as part of a sharing and collaborative mindset.

among them. Possessing information, on the other hand, requires organization, currency, security, and, in our increasingly mobile world, portability. Libraries constantly strive to acquire and implement new and improved methods

for everywhere, anytime information access will continue to grow, as will the desire for libraries to collect, preserve, and provide access to relevant materi-

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Applying Fair Use in Your Library

The U.S. Copyright Office has developed a database that can help special librarians make fair use determinations in their organizations.

BY LESLEY ELLEN HARRIS

Almost every librarian or information professional will be responsible for applying fair use in his or her organization at some point. There is so much to learn about fair use—and, unfortunately, so much misinformation about fair use—that it can be overwhelming to deal with this critical U.S. copyright principle.

So, where do you begin? There are many facts to know about fair use, facts that will help you decide whether and when to apply fair use to your specific circumstances.

Despite what some librarians think, you need not be an expert in copyright law to understand fair use. What makes some people uneasy about applying fair use is that it is not “black and white” or clear-cut; rather, it requires an analysis of each particular set of circumstances. In addition, the application of fair use is never a certain thing unless a judge in a court of law makes a fair use determination.

This means you need to get comfortable with the basics of fair use and with making judgment calls as to whether fair use applies to a particular use of copyright-protected materials. At the

same time, it means understanding copyright risk management and being able to minimize your risks of unauthorized uses of copyright materials.

Being comfortable with fair use and understanding how it works are essential before you apply it to your particular circumstances. So, before you determine whether you can reproduce a paragraph from an article or a chapter from a book, you should understand certain things about fair use.

Fair Use Factors

Fair use is a doctrine created by courts in the nineteenth century; it only recently became part of the U.S. Copyright Act. In fact, it was not until the establishment of the 1976 U.S. Copyright Act that fair use became codified and set out in U.S. law.

Many who apply fair use complain that it is ambiguous and should be more specific to factual situations. Fair use is intentionally open and flexible, and its language allows you to apply the doctrine to your own circumstances. (That said, some organizations prohibit the application of fair use because of its uncertain nature and the need to

analyze each fair use situation.)

Fair use may be applied by individuals or corporations, by commercial and non-commercial entities, and in for-profit and nonprofit situations. It all depends on the facts of your situation and how these facts fit within the four fair use factors set out in the U.S. Copyright Act. The fair use factors are as follows:

1. The purpose and character of the use, including whether such use is of a commercial nature or for non-profit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

To help librarians and information users better understand how these four factors apply to specific situations, the U.S. Copyright Office recently launched its free Fair Use Index. The goal of the index is “to make the principles and application of fair use more accessible and understandable to the public by presenting a searchable database of court opinions.”

You can search the index by category (e.g., literary, artistic, or musical work) and by your type of use (e.g., education/scholarship/research, parody, or Internet/digitization.) The index tracks court decisions at various levels, but is not intended to be a comprehensive archive of all fair use cases ever decided. It is designed for lawyers and non-lawyers alike and is intended to be user friendly.

I highly recommend you take a look at the index and see how it can assist you in understanding fair use determinations. The index sets out the name of the case, the court, the jurisdiction,

LESLEY ELLEN HARRIS has spent her entire career in copyright law, as both a consultant and educator helping individuals and organizations manage copyright and licensing issues. She developed the SLA Certificate in Copyright Management Program in 2007 and teaches the nine courses in the program. She has written nine books and regularly blogs at www.copyrightlaws.com. She tweets at @Copyrightlaws.



and the year of the decision as well as whether fair use was found by the court. You can click on the case name/citation for a summary of the case, which includes the key facts, issue, outcome

other countries have their own unique copyright statutes, and some of them include fair use or comparable “fair dealing” provisions. When making a fair use determination, you apply the laws

copyright law. If you are in Canada, you apply the Canadian principle of fair dealing, which is similar to fair use but has specific differences that must be studied and applied to the circumstances at hand. Many countries’ copyright laws have a fair dealing or fair use provision that is unique according to the copyright legislation and court cases of that country. **SLA**

When making a fair use determination, you apply the laws of the country where you are based—i.e., the country where the work is being reproduced or performed.

and more. All in all, it is a very helpful database on fair use.

Keep in mind that the Fair Use Index is a database of fair use cases decided by U.S. courts. The fair use doctrine is only applicable in the United States;

of the country where you are based—i.e., the country where the work is being reproduced or performed.

For example, if you are in the United States and you reproduce an image from Canada or India, you apply U.S.

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Integrating the Library into Users' Lives

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the overall process lengthy and requiring resources for project management. A bigger challenge with this approach would be finding and curating content to satisfy your constituency. There is certainly no end to the amount of freely available content on the Internet, but confirming its origin, validity, and veracity can pose a constant challenge.

Many commercially popular platforms are available that offer trusted, vetted and curated content in a variety of subject areas, together with the latest search functionality and interactivity. Using standard Web-based protocols on cloud infrastructures, they are available through any Web browser and, thus, are accessible from the many contemporary devices used by patrons. Professionally curated, they offer the flexibility to tune content areas to meet specific organizational needs while optimizing expenses. Supported by dedicated developers with the latest skills, they offer cutting-edge search technology and the functionality to interact with data elements like tables, graphs, and equations.

The librarian's universe has evolved into an on-demand world of continuing technological advancements. It's not just a matter of finding the right information platforms for your patrons; to remain successful, librarians must find ways to integrate those platforms with each other and into the day-to-day lives of their patrons. **SLA**

Digitizing for Success: 'Better than Free' Generative Values

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als. It should thus come as no surprise that mobile devices will be the primary connection tool to the Internet for most people in the world by 2020.

Findability. Providing access to information is one thing, but making it findable is something altogether different. Information resources have no value unless they are findable. In the increasingly crowded information marketplace, getting information into the hands of those who are searching for it as well as those who would find value in discovering it is critical. Our libraries continue to render works discoverable through appropriate and consistent methods, including cataloging, keyword tagging, aggregating similar works from other sources, and channeling attention to new and timely resources.

Embodiment. Keeping and maintaining original items in our collections is just as important as continually enhancing access to them and offering new versions, mash-ups with other data, or enhanced copies. Our historic photographs, manuscripts, and other media are irreplaceable primary resources valued by the general public as well as researchers and subject specialists worldwide. Libraries must not lose sight of their professional commitment to the proper preservation and storage of original works, especially when one considers that no "permanent" preservation method is the ultimate media storage solution.

Patronage. Libraries provide many free services to their users that may seem unrelated to a digitization project. These services may be affected or improved once a project is launched, and keeping them optimal will require some consideration as well.

The only thing better than free service is the ongoing patronage of our consumers who keep coming back, referring us to others, and using word of mouth and viral marketing techniques

that money can't buy. Providing excellent products and services makes this easy and pleasurable for them, while the payoff for us is priceless and magnifies the importance of the other generative values already mentioned.

A Collaborative Mindset

Maximizing our return on these eight qualities requires a flexible skill set for our library employees. As we learn about and provide new products and services, we must be able to adopt new skills, assess new media, and address new questions of ownership, intellectual property and copyright.

One thing is irrefutable: these eight generative qualities demand an understanding of providing information resources in new ways as part of a sharing and collaborative mindset. It is vital to our mission to cultivate and nurture the qualities of service that cannot be replicated with the turn of a page or a click of the mouse. **SLA**